DOCUMENT RESUME

ED 469 191 CE 083 627

AUTHOR	Theis, Audrey; Creticos, Peter; McMahon, Amanda
TITLE	Seven Principles of Success: A Primer for Business-Led Coalitions.
INSTITUTION	National Alliance of Business, Inc., Washington, DC.
SPONS AGENCY	Department of Labor, Washington, DC.; Department of Education, Washington, DC.
PUB DATE	2000-00-00
NOTE	24p.; Written with Shannon Dunphy, Tom Lindsley, Peter Koch, and Eleanor Mower. An education and workforce development publication from NAB's Business Coalition Network.
AVAILABLE FROM	National Alliance for Business, 1201 New York Avenue, Suite 700, Washington, DC 20005 (Item no. R7064). Tel: 800-787-7788 (Toll Free). For full text: http://www.bcer.org/projres/sevenpri.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Check Lists; Competency Based Education; Definitions; Demonstration Programs; Economic Change; Educational Planning; *Educational Principles; Employment Patterns; Employment Problems; Guidelines; *Labor Force Development; Models; National Organizations; Nonprofit Organizations; *Partnerships in Education; Professional Development; Program Content; Program Descriptions; *School Business Relationship; *School Community Relationship; Secondary Education; Strategic Planning; *Success; Teacher Improvement; Work Environment; Work Experience Programs
IDENTIFIERS	Best Practices; *Business Role; Chambers of Commerce; Coalitions; National Alliance of Business; Work Based Learning

ABSTRACT

Intended to help business-led coalitions master the seven principles of success in education and workforce development, this primer begins with a discussion of the problems stemming from the structural transition underway in the U.S. economy, an overview of the 21st century workforce system, and the potential role of business-led coalitions in finding effective solutions to workforce issues at the community level. The following seven principles of exemplary business-led coalitions are explained: (1) demand-driven; (2) business-led; (3) systems-focused; (4) competency-based; (5) outcome-oriented; (6) change-minded; and (7) data-informed. Presented next are a checklist of 25 questions to help coalition members maximize their use of the seven principles. Concluding the primer are profiles of the following seven exemplary coalitions, which represent the variety of coalition models at work across the United States and embody the seven principles of success: the Fresno Compact (Fresno, California); Future Works (Springfield, Massachusetts); the Omaha Community model (Omaha, Nebraska); the Business Coalition for Education Excellence (Trenton, New Jersey); the North Carolina Business Committee for Education; the Dallas-Fort Worth Work Coalition (Dallas-Ft. Worth, Texas); and the Vermont Chamber of Commerce Business Education Partnership (Montpelier, Vermont). Each profile includes a contact person and address. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

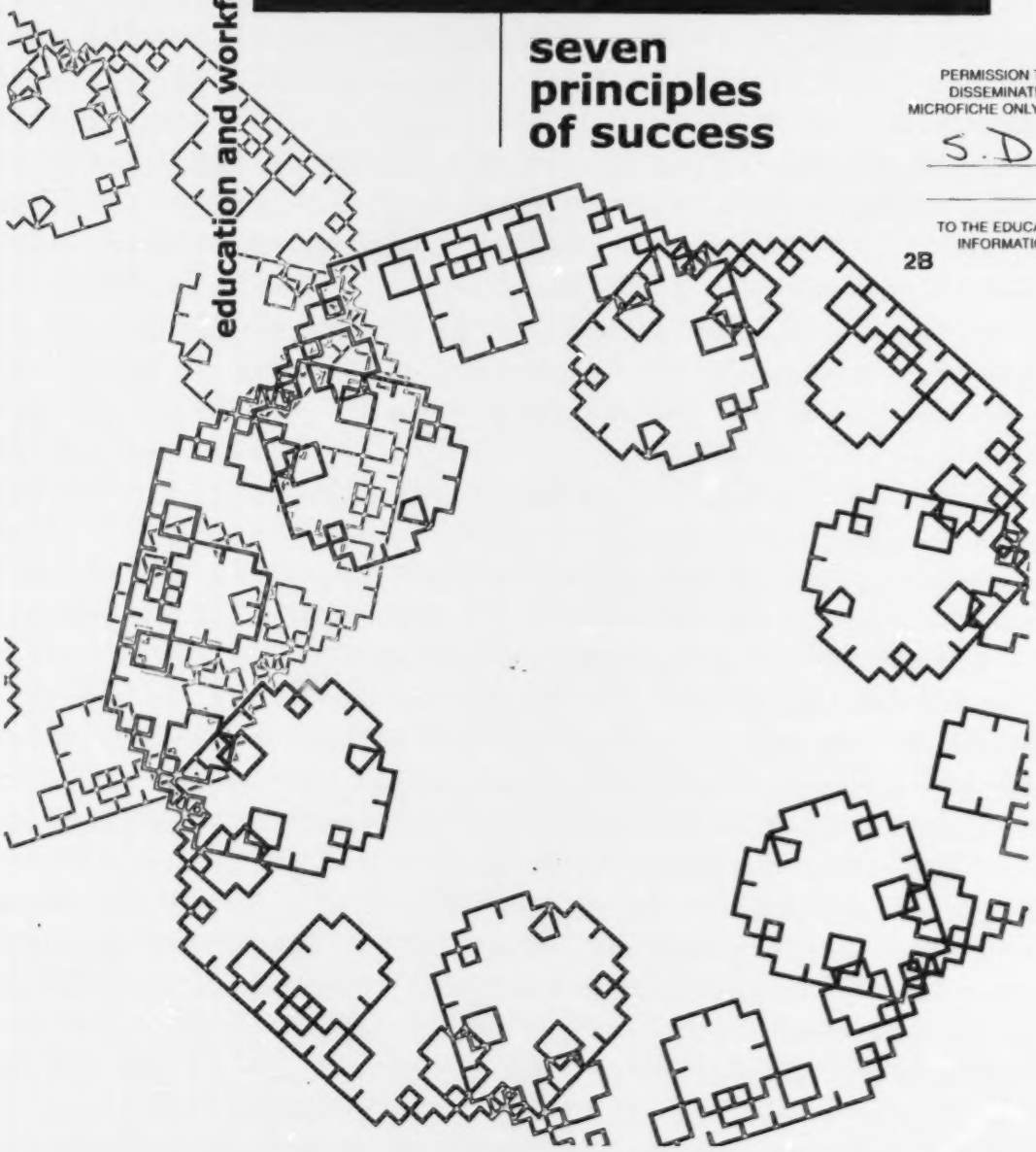
ED 469 191

education and workforce development

business coalition network

seven principles of success

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
S. Dunphy
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)



BEST COPY AVAILABLE

CE 083 227

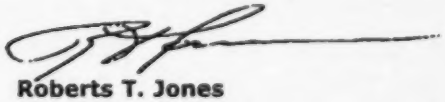
Never before has economic competitiveness been so closely linked to issues of education and workforce quality. Over the past decade, the incentives that attract and retain business have shifted from low taxes and good roads to quality schools and skilled workers. Why?

The National Bureau of Labor Statistics data indicate that, from 1992 through 1998, more than 17 million net new jobs were added to the economy—a 16 percent increase in employment. During the same period, the labor supply grew by only 9.1 million—a 7 percent increase. Moreover, communities are motivated to action not so much by this labor shortage as by the skills shortage—often people lack the necessary skills required for their jobs or, workers currently on the job are struggling to keep pace with advancing technology.

Yet the models we use to prepare our workforce have not significantly changed for decades. The dynamic economy requires a new demand-driven system of workforce development that is aligned with continuously changing business needs. Such a system is characterized by competencies, not completions; certifications, not time-based diplomas; and outcomes, not processes.

A vast network of business leaders across the country is taking this challenge head on. They are aggressively forming community-based, business-led coalitions and developing creative solutions to local and regional education and workforce problems. The National Alliance of Business has been building relationships with this network of coalitions for the past two years. Without question, they constitute a growing locus of power and change.

The focus of this primer is on enhancing the capacity of business-led coalitions to establish quality linkages with public schools and workforce development resources to help create this new workforce system. It identifies common principles of success that characterize exemplary coalitions. And, it provides practical steps coalitions can take to become successful. I encourage you to take action now to improve the competitiveness of our nation's workforce. No agenda is more critical.



Roberts T. Jones
President and CEO
National Alliance of Business

education and workforce development

business coalition network

seven principles of success

a primer for business-led coalitions

TABLE OF CONTENTS

A System in Transition 2

A 21st Century Workforce System 5

Business-led Coalitions 6

Seven Principles of Success 8

Maximizing Opportunities: Next Steps 10

Coalitions At Work 12

A SYSTEM IN TRANSITION

After decades of addressing education reform, workforce development, and economic development separately, business, education, government and community leaders agree that building a skilled workforce and maintaining a strong economic base go hand in hand. Four major forces have influenced this shift.

1. The Economy is Undergoing Structural Transition.

Powerful forces—advancing technologies, changing consumer expectations, globalization of work and shifting demographic trends—continue to push the economy in uncharted directions. This is not a one-time event, but rather a shift of long-term consequence that is fundamentally altering our entire system of education and workforce development. The new economy has:

- **A Continuously shifting competitive advantage.** A region's economic growth was once based on the strength of its manufacturing base, where cost efficiencies were realized through the production of standardized goods with long product cycles and the use of low-skill, low-wage labor. In the new knowledge-based economy, the competitive edge is a constantly moving target. It comes through innovation and invention, shortened product cycles, mass customization and attention to quality—all of which are dependent upon a skilled workforce.
- **An Escalating rate of change.** In the new economy the life cycles of products and services are being continuously compressed. As the rate of change and compression accelerates, the competitive advantage becomes increasingly rooted in agility and a commitment to continuous improvement. Globalization of work dictates that measures of success be benchmarked against international standards of performance, with the rising bar of competition impacting individuals, businesses and communities alike.
- **NEW critical resources.** Employers need workers whose knowledge and skills allow them to refashion existing products and create new ones in response to customer demands. Such change impacts skills directly—requiring education and workforce development systems that promote continuous improvement of knowledge and skills. Individual businesses can no longer address the enormity of this challenge alone. The dynamic economy and continued skilled worker shortage are motivating employers across the country to work collectively to address their needs.

2. The Business Community Commits to Improve Student Achievement.

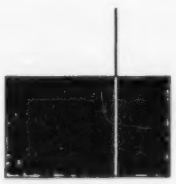
Recognizing the strong connection between school performance and workplace success and faced with the challenge of obtaining quality workers in this tight labor market, the business community has taken a leadership role in improving student achievement, by:

- **Supporting Standards, Assessments, and Accountablity.** At the 1996 and 1999 National Education Summits, business leaders reconfirmed their commitment to an education reform agenda focusing on standards, assessments and accountability. Today, 49 states have adopted standards and most states have new assessments in place or under development. To help all students achieve high standards, business leaders are working to improve educator quality and assisting schools with continuous improvement through the use of the Baldrige criteria.
- **Giving Students Incentives to Achieve.** Through the *Making Academics Count* campaign, over 15,000 employers use student record, as part of the hiring process—sending the message to students that "Yes! School Counts!".

3. A New Workforce Development System Holds the Promise for Real Change.

Workforce development in this country has historically been criticized as fragmented—a vast array of government sponsored categorical education and training programs with major overlaps and gaps that are not linked to public/private education systems and other community initiatives. New federal legislation—the Workforce Investment Act (WIA) of 1998—addresses these shortcomings and lays the groundwork for a workforce system better aligned with the economic realities of the future. The new approach is promising because it is:

- **System-focused.** The traditional response to a public policy problem has been to create a program. WIA moves beyond programs and creates the framework for a system of workforce investment that is aligned with business needs. WIA requires that all available resources be leveraged to serve all workers and include all employers.
- **Demand-driven.** The old programs pushed individuals into the job market after a prescribed amount of time. Historically few programs have been directly linked to market demand. Now, workplace requirements and specific competencies must be integrated into curriculum in response to market pulls.



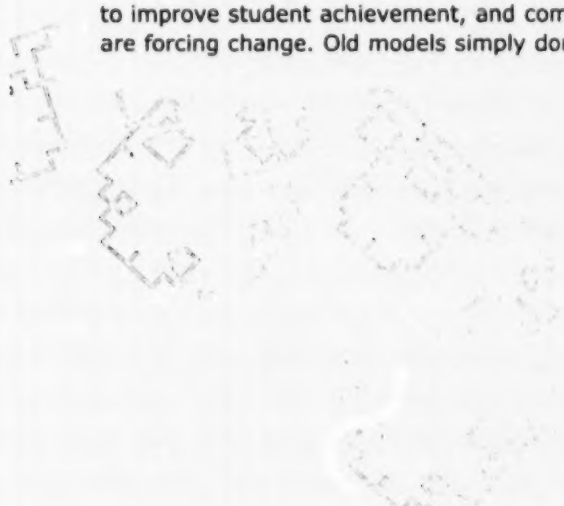
- **Outcome-oriented.** Education and workforce programs have traditionally focused on process. Operators tracked how many clients were served and how long they were in training. Employers are now more concerned about quality or outcomes—getting the right workers with the right skills at the right time.

4. Effective Solutions to Workforce Issues are Emerging at the Community Level.

While the skilled worker shortage is a national issue, the marketplace for jobs and workers is regionally and locally driven. Similarly, education and economic development policies and practices are played out in states and local jurisdictions. Given the demands of the dynamic economy, it is at the community level that the alignment of education, economic development and workforce policy must take place so real change can occur. Thus, local communities are focusing on broad "workforce" issues, including the:

- **Future or Emerging Workforce.** Preparing the future workforce through the k-12 public education system, school-to-career opportunities, technical schools, community colleges, colleges and universities, and others.
- **Potential or Transitional Workforce.** Training the potential workforce or a target population, such as welfare recipients, to find and retain jobs through adult education, public job training agencies, community-based organizations, community colleges and others.
- **Current or Incumbent Workforce.** Meeting current workforce needs by upgrading the skills of existing workers through community colleges, corporate universities, technical colleges, university continuing education programs, and other.

These four factors—the dynamic economy, a new workforce system, efforts to improve student achievement, and community-based problem solving—are forcing change. Old models simply don't work in the new economy.



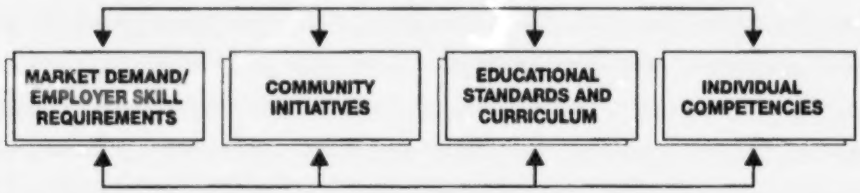
A 21ST CENTURY SYSTEM

The realities of the 21st century economy require a new dynamic system that is **demand-driven, business-led,** and **competency-based.** Such a system must be characterized by:

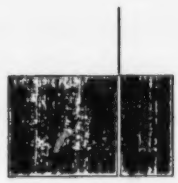
- Demand, not supply
- Business leadership, not mere business involvement
- Competencies, not completions
- Standards and benchmarks, not measures of process
- Certification and credentials, not time-based diplomas
- Universal access, not targeted populations
- Continuous improvement, not periodic updates
- Long-term investment, not short-term development
- Community-based solutions, not top-down mandates

In this system, economic forces inspire change and business requirements are clearly defined. It is a system in which standards and curricula are calibrated to business needs and training providers graduate students who have the necessary skills. And, there is alignment among market demands, employer skill requirements, educational standards and curriculum, community initiatives, institutional outputs and individual competencies.

IN A DEMAND-DRIVEN SYSTEM, ALL CRITICAL ELEMENTS ARE ALIGNED.



The growth of business-led coalitions is evidence of the movement toward a demand-driven system. These coalitions are playing a critical role in beginning to align system components.



BUSINESS-LED COALITIONS

Business-led coalitions—which vary in their mission, membership, size, and longevity—are groups of business leaders compelled to collective action by unmet workforce needs at the regional, state and local levels. Coalitions link their agendas to broad-based education, workforce and economic development priorities.

Generally speaking, most coalition activities focus on policy and advocacy, planning and research, and technical assistance; coalitions are typically not providers of direct services, but rather serve as conveners or connectors to service providers. However, they play a critical role in articulating business needs and calibrating standards of performance and represent business leadership at the national, regional, state and local levels. They can promote the new demand driven system and align its components because they:

1. Have Strength In Numbers. While few companies have the resources or inclination to build an aligned system on their own, many are willing to join forces with other private and public partners to take on the challenge. Single businesses usually cannot affect systems change, but through collective action, coalitions create a synergy of effort and resources.

2. Have Systemic Agendas. Coalitions focus on a variety of issues. Coalitions span a range of concerns, from early childhood development to school-to- career transitions to the WIA, often focusing on a number of issues in order to develop a comprehensive solution to a particular problem. Successful coalitions connect their efforts to local and/or regional economic development priorities, including retaining the existing business base, supporting the growth of a particular industry sector or attracting new businesses. Coalitions view this approach as a more comprehensive and integrated.

3. Embody Critical Elements Of A New Demand-driven System. Coalitions represent critical elements of a demand-driven system and support alignment among those elements because they:

- **Respond to market demand.** Coalitions are driven by the demands of the dynamic marketplace. The starting point for every coalition—the compelling reason to act—is a real and unmet workforce need.
- **Articulate business requirements.** Coalitions identify and articulate employer needs and then develop effective plans to address them.
- **Communicate with educators and training providers.** Business-led coalitions interface closely with schools, institutions and training providers to ensure curricula are aligned with their needs.

- **Insist on world-class standards.** Business coalitions are committed to high standards of academic achievement and technical proficiency.
- **Focus on demonstrated competencies.** Coalitions require education and training providers to graduate individuals with demonstrated, measurable skills.

THE SEVEN PRINCIPLES OF SUCCESS

Many coalitions across the country are doing effective and exciting work. The National Alliance of Business (NAB) conducted in-depth interviews with scores of coalitions to determine if they shared common elements that contributed to their success in helping create a 21st century workforce system. Indeed, each coalition had strong linkages with educators and employment and training providers; showed clear evidence of measurable results; and was widely recognized in its community as a viable and effective entity.

Exemplary coalitions are driven by common principles. Exemplary coalitions—those with the most impressive outcomes and the highest visibility in the community—share seven, distinct characteristics or principles of success:

- demand-driven
- business-led
- systems-focused
- competency-based
- outcome-oriented
- change-minded
- data-informed

This document contains **seven business-led coalition models at work** across the county. Each coalition embodies the seven principles of success.

These seven principles provide important insights as to how coalitions can model their efforts to extend and enhance relationships with schools and public workforce providers. These principles provide the framework for the self-assessment tool, also included in this document, designed to assist coalitions in becoming more effective.

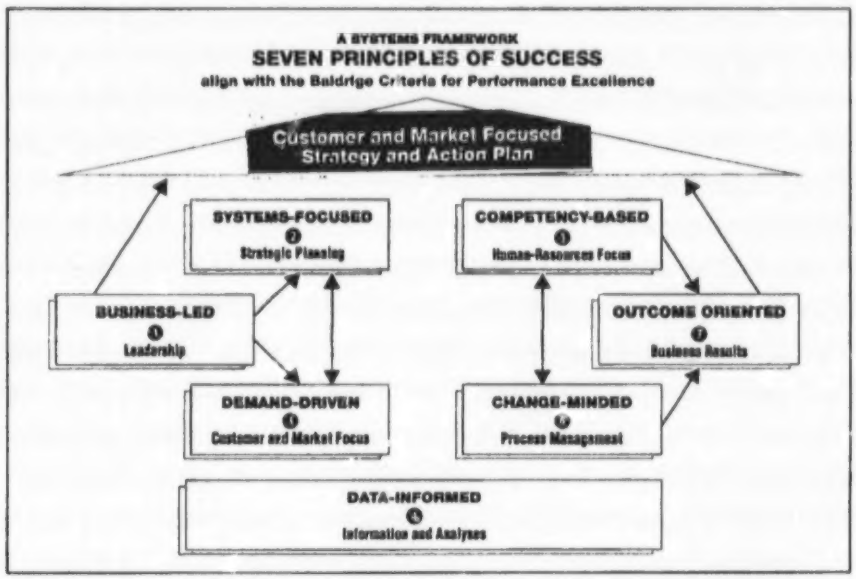
Seven Principles of Exemplary Coalitions

- **Demand-driven:** The work of the coalition is driven by the customer demands of the dynamic economy and changing business requirements;
- **Business-led:** Employers voluntarily agree to come together to craft effective solutions to pressing education and workforce issues;
- **Systems-focused:** The coalition has moved beyond programs to a systems approach, linking efforts to economic development priorities;
- **Competency-based:** Education is tied to clearly articulated standards, quality assessments, and rigorous standards. Training is based on industry standards and results are measured by the demonstrated competencies of individuals;
- **Outcome-oriented:** Resources are tied to clear, measurable indicators of success;

BEST COPY AVAILABLE

- **Change-minded:** Employers, educators and training providers are included as partners from the outset to effect change; and
- **Data-informed:** Data and information assists decision making and continuous improvement of the system.

Not surprisingly, the seven principles of success used by exemplary coalitions mirror the criteria for performance excellence established by Baldrige. The Baldrige Criteria, originally used in the private sector to drive quality standards of organizational development, are increasingly used by school systems, government and other public entities. While the terms vary slightly, parallels to the seven principles are clear, as illustrated below.



BEST COPY AVAILABLE

MAXIMIZING OPPORTUNITY: NEXT STEPS

No matter how effective your business-led coalition, the dynamic economy requires a commitment to continuous improvement. The questions below are designed to help you assess your current efforts, and identify the next steps you should take to maximize the opportunities and resources available within your community for addressing education and workforce issues. The questions are framed around the seven principles of success.

Demand-driven:

- Who are the system's customers?
- How do you determine the needs of your various customer groups?
- Do customer needs and requirements drive your current plan?
- What mechanisms do you have to keep information current?

Business-led:

- Are the acknowledged business leaders in your community leading your system? Are they on your board?
- What processes do you have for identifying leaders to recruit?
- Are your leaders setting a clear vision for the system?
- Do you have a succession planning process for board leadership?
- How is your leadership connected to the wider business community?

Competency-based:

- Have you set standards of performance for all activities under the board's purview?
- Are current education and training providers meeting business standards?
- Are providers teaching skills that are calibrated against business requirements?

Systems-focused:

- Have you shifted your goals from programs to creating a system?
- Have all potential partners in the system been identified?
- Do you have an inclusive strategic planning process that involves all partners?
- Are there clear, established mechanisms for regular communication?

Outcome-oriented:

- Have you established measurable outcomes for the system as a whole?
- Are they clearly defined and quantifiable?
- Are there outcomes for learning? For customer service? For quality?
- Is there a continuous improvement process in place?

Change-minded:

- Is there a clear and consistent feedback process in place, which enables continuous improvement?
- How are adjustments made when needed?

Data-informed:

- Have clear data requirements been identified?
- Do you have a process for compiling, analyzing and reporting outcome data on a frequent basis?
- Do you consistently use data to identify and make improvements to your system?

COALITIONS AT WORK

This section highlights seven exemplary coalitions that were selected to represent the variety of coalition models at work across the country. Each of these models embody the seven principles of success.

THE FRESNO COMPACT
Fresno, California

The Fresno Compact is a catalyst for support and change, bringing together central California business, education and political leaders in long-term cooperative programs that are improving student achievement levels and skills.

In partnership with the Fresno Chamber of Commerce, the business-led Compact coordinates an Employment Competency Certification program. The certification includes specific written and measurable standards for high school attendance, grades, portfolios and senior interviews by Rotary Club members. The program also features business people as classroom lecturers, tours of businesses, job shadowing, and internships. Some 2,000 students have been certified in the past three years, and more than 5,000 students are currently moving through the four-year program. The local 85-member Human Resources Association recently agreed to recognize job candidates who have been Employment Competency Certified, and employers will be encouraged to request high school transcripts—which contain the certification—in their hiring process.

Members of the Compact Executive Board led a two-year blue-ribbon panel which last year adopted a blueprint for improvement in the local and statewide school systems. The Compact is collaborating with the Fresno Business Council in implementing the first of several far-reaching changes. The Compact developed a "business contract" with the Fresno Unified School District. The contract includes a written, measurable plan for full integration of business needs, concepts and resources into the academic setting.

The Compact collaborates with the State Center Consortium, a unit of the 35,000 student State Center Community College District, in administering a high school career pathways program, teacher-business internships and partnerships with business. Included in the consortium is the Workforce Development Board, which has an intensive network of job preparation and placement programs.

For more information, contact: Bill Stewart, The Fresno Compact, 559/278-4841 or e-mail Stewbill@pacbell.net.

FUTURE WORKS
Springfield, Massachusetts

Hampden County, Massachusetts is meeting the demands of a rapidly changing business environment through a high functioning one-stop career center. FutureWorks is the first private-for-profit organization in the country to be an operator of a one-stop center.

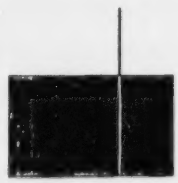
FutureWorks has revolutionized the labor exchange function. The center is customer driven and focused on high performance. It has replaced a myriad of labor exchange programs and fully integrated all services under a single management structure.

One of the center's most exciting collaborations to date is a welfare-to-work strategy called "Next Step." Working closely with the business community to determine the employability and occupational skill requirements of available jobs, FutureWorks has designed training and support services tailored to those specific needs. The results are impressive—1,463 individuals have been placed in full time employment during the past 24 months—exceeding goals by over 20% and setting standards as the highest placement rate in the state.

FutureWorks uses the Malcolm Baldridge National Quality Award criteria and the latest in technology to help spur efficiency. It has pioneered a fee-for-service program to widen its offerings to employers and job seekers. The center has formed strategic alliances with local and state economic development organizations to promote business growth in Massachusetts.

In the past four years, the center has recruited and screened over 11,000 applicants for targeted, company specific expansions and has worked with new and existing firms to hold job fairs. Since opening, FutureWorks has worked with over 2,000 regional employers, listed over 30,000 job openings and referred over 20,000 applicants. Satisfaction levels of 90% for job seekers and 85% for employers tell the story of their success.

For more information, contact: Rita Carey, Future Works, 413/858-2800 or rcarey@futureworks-now.com.



OMAHA COMMUNITY
Omaha, Nebraska

In 1989 Omaha faced the loss of a major employer and ongoing competition among postsecondary institutions for advanced programs and students. Several independent studies made a strong case for linking education and economic development to ensure the competitive position of the region.

The Omaha Community model was developed to address three specific challenges: (1) development of a common language to aid communication between business, education and the community at large; (2) establishment of forums that encourage communication and cooperation; and (3) changing attitudes and stereotypes regarding roles and responsibilities of various groups.

The Greater Omaha Chamber of Commerce played a critical role in championing the effort and creating a vision for change. A systems approach was adopted early in the process that considered workforce development from pre-K through adult. Key gaps were identified and cutting-edge models developed including:

- Omaha 2000, a pre-K to grade 12 reform effort based on WorkKeys and high standards;
- Wings 21, an innovative school-to-work model in information technology;
- Omaha's Opportunities, Jobs, Careers program, facilitating work-based learning for students;
- Infotech Boot Camp, for adults making a career change into hightech; and
- Peter Kiewit Institute of Information Sciences, a joint venture of the business community, the City, the State and the University of Nebraska to create postsecondary opportunities in information technology.

Omaha Community leadership adopted Deming's continuous improvement process, which required regular and public data collection, progress reports, and continuous alignment of business requirements, curriculum and expected competency outcomes. The business community continues to raise the bar in terms of performance expectations for all institutions, operators and agencies involved with education and workforce development.

For more information, contact: Connie Spellman, Greater Omaha Chamber of Commerce, 402/ 346-5000 or cspellman@accessomaha.com.

BUSINESS COALITION FOR EDUCATION EXCELLENCE
at the New Jersey Chamber of Commerce
Trenton, NJ

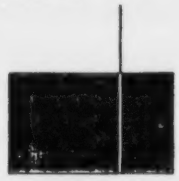
The Business Coalition for Education Excellence (BCEE), launched at the 1996 Governor's Business-Education Summit, advocates for and promotes the business agenda in education reform. In its first 20 months of existence, the BCEE was able to state that it had significantly addressed 15 of its original 27 goals.

Current initiatives include:

- Tech Corps NJ—The BCEE is placing business volunteers with expertise in computing technology in schools that need help with networking, training, purchasing, or revising curriculum.
- Children Designing and Engineering—The BCEE, in partnership with The College of New Jersey, has received a National Science Foundation Grant to help develop K-5 business-relevant curriculum that integrates science, mathematics, and technology education.
- School Counts!—The BCEE, working with the New Jersey Department of Education and local school districts, is encouraging employers to review high school transcripts when hiring students. School Counts! is now operating as a pilot in three of New Jersey's counties. The program will expand to ten counties in the coming year.
- Educators in the Workplace!—The BCEE places teachers in paid workplace internships for four weeks every summer so they may learn more about business needs.
- Cross Content Workforce Readiness Awards—Cash bonuses are presented to teachers who develop the best in-school or outplacement lesson plans focused on the Cross Content Workforce Readiness Awards.
- New Jersey United for High Standards—This public relations campaign will help focus attention on the need for high standards and increased accountability on the part of schools and school personnel.

BCEE uses data and feedback to drive its work. For example, when the Coalition hosted business volunteer meetings, it became evident that there was a distinct difference between the business and education community definition of workforce readiness. The BCEE used that information to help the Department of Education amend its administrative code policy proposal to include relevant or contextual learning opportunities in the definition of 'workforce readiness.' BCEE is currently investigating the feasibility of becoming pre- and in-service professional development provider for educators providing training in the cross-content workforce readiness skills.

For more information contact: Dana Egreczky, New Jersey Chamber of Commerce, BCEE, 609/989-7888 or dana@njchamber.com.



THE STATE OF NORTH CAROLINA

As the 21st century dawns, North Carolina is continuing its transition from a largely rural and manufacturing-based economy to a model for high-tech economic progress. This transformation is due in large part to the efforts of three North Carolina coalitions: the North Carolina Business Committee for Education, North Carolina Partnership for Excellence, and The North Carolina Public School Forum. Together, these coalitions are helping North Carolina meet Governor Hunt's challenge to, "build the best system of public schools of any state in America."

The North Carolina Business Committee for Education (NCBCE) is a non-partisan, non-profit business organization committed to creating results-driven business education partnerships. NCBCE measures its success through its partners' success in improved school performance results.

In 1993-94, NCBCE launched a four-year Total Quality in Education (TQE) pilot project in partnership with six school systems and their university and business partners. In the fall of 1997, NCBCE created the North Carolina Partnership for Excellence (NCPE) to expand this effort, which now includes 45 school systems. NCPE has worked with over 10,000 educators, school board members, and business and community leaders, as well as having provided direct training and professional development for every employee in the Department of Public Instruction.

These efforts are complemented by the work of The Public School Forum of North Carolina, a public policy center focused exclusively on public schools. The Forum's numerous studies have helped ensure that reform efforts in North Carolina are data-driven. In addition to its Teaching Fellows Program and a school-business partnership clearinghouse, the Forum provides capacity-building training to members of the NC State Board of Education, legislators and the media through the Institute for Educational Policymakers.

Not surprisingly, these systems-focused efforts have had results. In 1997, the National Education Goals Panel reported that students in two states—North Carolina and Texas—had posted the greatest average gains in test scores, measured by the National Assessment of Educational Progress (NAEP) and state assessments, from 1990-1997. Disadvantaged pupils within the student population had made the fastest strides in improving their test scores.

For more information contact: Tom Williams, NCBCE, 919/715-3535 or twilliam@gov.state.nc.us; Tom Houlihan, NCPE, 919/989-6907, thoulihan@docpoint.net, or visit www.ncpe-online.org; and John Dorman, The Public School Forum of North Carolina, 919/781-6833 or jdorman@ncforum.org.

DALLAS-FORT WORTH WORK COALITION
Dallas-Ft. Worth, Texas

The DFW Airport is the second busiest in the nation, employing over 50,000 workers, with an additional 30,000 jobs in the immediate area. The Dallas-Fort Worth Work Coalition, a free-standing entity, was formed in response to a need for entry-level skilled workers at the DFW Airport and surrounding area. Major employers had jobs, yet available workers, many of whom were on public assistance, needed skills and transportation.

The Coalition was formed by businesses such as American Airlines, Lockheed Martin, DFW Airport, Hilton DFW Lakes, LSG Sky Chefs and Lockheed Martin IMS that had a vested interest in ensuring a workforce with the skills necessary to fuel their business operations.

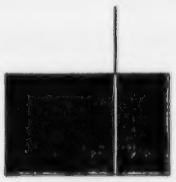
The Coalition determined that, to be effective, a comprehensive approach to welfare-to-work was needed that incorporated training, transportation, childcare and other supportive services. To ensure success, the Coalition included mass transit, childcare, workforce development boards, community colleges and other agencies from the Metroplex area "to add value and be a part of the solution" from the early planning stages.

Within several months the DFW Work Coalition networked with over 35 employers and 100 agencies and community groups. The Coalition held over ten job fairs with 5,500 people attending and 250 employers participating. To date, the Coalition has placed almost 3,000 welfare recipients in jobs with necessary support services.

The Coalition is committed to ensuring that training and services reflect industry standards, curriculum incorporates the skills required by business partners, and that individuals can demonstrate proficiency before placement on the job.

Exhaustive data is collected and incorporated into every aspect of its operation. Performance information is an important element in its effective marketing efforts to recruit additional business partners and potential workers.

For more information, contact: Glenn Weinger, Lockheed Martin, IMS, 214/637-2860.



VERMONT CHAMBER OF COMMERCE BUSINESS EDUCATION PARTNERSHIP
Montpelier, Vermont

The Vermont Chamber of Commerce Business Education Partnership (VCCBEP) is devoted to building sustainable business, education, and community partnerships. VCCBEP strives to achieve three main goals:

- Students will have the skills and knowledge appropriate for success in tomorrow's workforce;
- Vermont communities will support the development of a highly skilled workforce; and
- The Vermont workforce and community will benefit from a well-prepared workforce and integrated system of workforce development.

VCCBEP and its affiliate programs are driving reform to ensure customer-driven workforce development systems. VCCBEP:

- Serves as a lead partner for the Vermont School-to-Work Initiative, assisting 14 regional collaboratives in developing community-based learning experiences for K-16 students.
- Promotes the use of career portfolios and transcripts in hiring practices.
- Is the umbrella organization for The Vermont Initiative for Mentoring (VIM),Vermont Construction Careers Council (VC3),The Vermont Hospitality Consortium and VT Tech Corps.
- Offers unified support and a common voice for Vermont businesses in the implementation of the Workforce Investment Act.

VCCBEP is committed to an outcome-oriented approach. In collaboration with its partners, VCCBEP collects extensive qualitative and quantitative information on its programs to ensure they meet its three key goals. Recent findings from its mentoring programs include:

- 59% of students improved their grades;
- 92% of students said they benefited from the mentoring relationship;
- 75% of employers said the program helped them attract better employees.

For more information, contact: Robin Morton, Vermont Chamber of Commerce Business Education Partnership, 802/223-0603 or mortons7@aol.com.

NATIONAL ALLIANCE OF BUSINESS

The 5,000 members of the National Alliance of Business (NAB) include Fortune 500 companies, their CEOs and senior executives, business-led coalitions, educators, and other not-for-profit and intermediary organizations. NAB works in partnership with every major business and education organization to raise public awareness, influence policy and stimulate action.

Business leads and informs every aspect of NAB's agenda through its board of directors, business policy councils, business advisory committees, and coalition advisory committee. Its current agenda is to:

- Increase the academic achievement of all students;
- Strengthen the link between education and the workplace; and
- Improve the competitiveness of the workforce.

The BUSINESS COALITION NETWORK

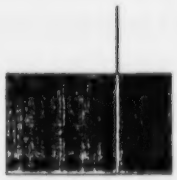
To advance this leadership, NAB has developed a growing network of state and local business-led organizations working in their own community to improve student achievement and workforce quality. This network is also linked to three unique national coalitions led by NAB:

- Business Coalition for Education Reform (BCER) and the Business Coalition for Workforce Development (BCWD), representing more than 30 national business-led organizations and 4,000 companies that share knowledge and expertise to enhance the business community's education and workforce development agenda.
- National Employer Leadership Council (NELC), a coalition of senior executives representing a diverse group of companies, trade associations and business organizations that advocates and supports school-to-career initiatives.

ACKNOWLEDGEMENTS

Development and Writing– National Alliance of Business
Audrey Theis, Peter Creticos and Amanda McMahon with
Shannon Dunphy, Tom Lindsley, Peter Koch and Eleanor Mower

Development and printing of this publication was made possible through grants from the United States Department of Labor (USDOL) and the United States Department of Education. This primer is part of the Business Coalition for Education Reform Successful Strategies series. Opinions expressed do not necessarily represent policies or views of the above organizations. Copyright © 2000 by National Alliance of Business. All rights reserved.



To learn more about the National Alliance of Business or how your business-led coalition can take action to improve the competitiveness of our nation's workforce, contact:

The National Alliance of Business
1201 New York Avenue
Suite 700
Washington, D.C. 20005
Phone: 800/787-2848
Fax: 202/289-1303
E-mail: info@nab.com
Internet: http://www.nab.com

To order additional copies of *Seven Principles of Success*, contact the Alliance's distribution center at 1-800-787-7788 and ask for item #R7064.

NATIONAL ALLIANCE OF BUSINESS

BCER

Business Coalition Network

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").